

**FACTORS INFLUENCE MOTIVATION OF THE AWARDEES
OF LPMK SCHOLARSHIP IN LEARNING ENGLISH**

THESIS

Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan



Dimitra Liany Maslebu
112011111

**ENGLISH TEACHER EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
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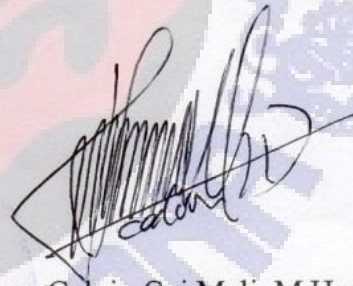
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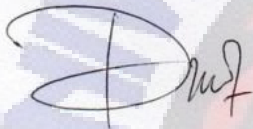
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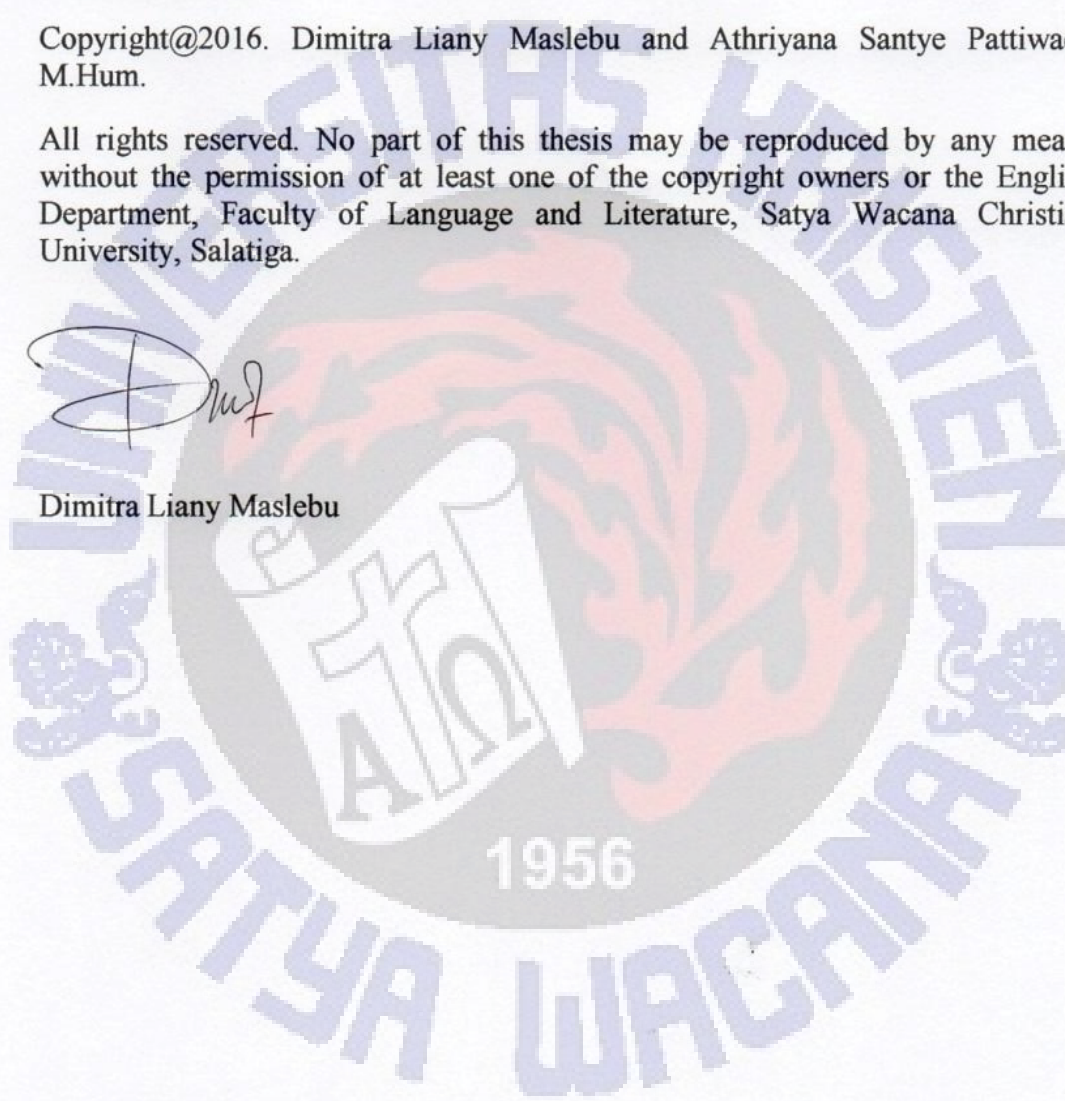
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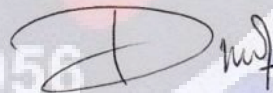
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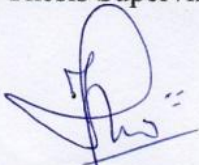
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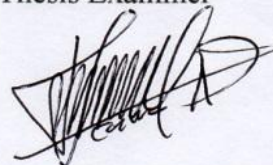
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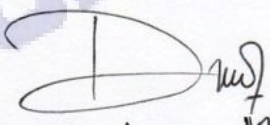
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FACTORS INFLUENCE MOTIVATION OF THE AWARDEES OF LPSMAK SCHOLARSHIP IN LEARNING ENGLISH

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ABSTRACT

Learning English as a foreign or second language is challenging for some groups of learners. There are some factors that affect language learning, one of them is motivation. According to Ghazvini and Khajepour (2011), teacher and researchers have acknowledged that motivation is one key factor in influencing second/foreign language success. Based on that, this study was conducted to examine the factors in terms of internal and external that influence motivation of the awardees of LPSMAK Scholarship in their learning of English. The participants of the study are five awardees in English tutorial class. Open-ended questionnaire and focus group discussion (FGD) were used to collect the data. The data was analyzed descriptively by developing the categories and major themes based on students' responses. The result shows that the participants' motivation is influenced internally by some factors which are goal, self-confidence, and expectations. Whereas, externally their motivation are influenced by some factors which are society, teacher, classroom activity, material, feedback, and encouragement.

Keywords: *motivation, internal factors, external factors*

Introduction

Learning English as a foreign or second language is important nowadays. However, since it is not students' first language (Bahasa Indonesia), they possibly have difficulty in learning English. According to Lightbown & Spada (2013), and Ernesto (2010) some important factors that affect second language learning are age, personality, motivation, experiences, cognition, native language, curriculum, instruction culture and status, and access to native speaker.

In this study, the awardees of LPSMAK (Lembaga Pengembangan Masyarakat Amungme dan Komoro) learn English as a part of their need. They

are aware of the importance of English in their study and need a tutorial class. However, based on preliminary observation, the awardees could not perform well in their attendance and classroom activity. From this phenomenon, the researcher assumes that the awardees are the lack of motivation. As explained earlier, motivation is one important factor that affects the success of second language learning. Ghazvini and Khajepour (2011) state that “Motivation has been widely accepted by both teacher and researchers as one of the key factors that influence the rate and success of second/foreign language learning” (p.1209). In line with them, Humaida (2012) said that “Motivation, among other psychological variables, plays an effective role on academic achievement among students in general and English language learners in particular” (p.1). In addition to the importance of motivation, Ellis (1997) perceives motivation as “dynamic in nature.” It is not something that a learner has or does not have but rather something that varies from one moment to the next depending on the learning context or task” (p.76).

Studies in the field of students’ motivation have been conducted from decades. Kormos and Kiddle (2013) conduct a study about the role of socio-economic factors in motivation to learn English as a foreign language in Chile. The participants of the study are 740 learners (302 males and 438 females) belonging to different social classes in the capital of Chile, Santiago. All the participants were aged between 15 and 16. The researcher used questionnaires to collect the data. All the questionnaires were computer-coded and the Statistical Package for Social Sciences 18.0 was used to analyze the data. The results show

that social class has an overall medium-size effect on motivational factors with self-efficacy being the most strongly influenced by socio-economic status.

Krishnan, Al_Lafi, and Pathan (2013) examine motivational factors that impact English language learning in an Arab model school, Jordan. The participants of the study are 80 of 10th-grade students (40 males and 40 females) selected randomly. They were 16 years of age, locally based Jordanians and their mother tongue was the Arabic language. The research method employed in this study was a mixed-methods approach. A questionnaire and a semi-structured interview were used to collect the data relevant to the research question of the study. The results show that parents' encouragement played the most important role in motivating students to learn the English language. The second most important factor is the social factor. The third highest percentage was obtained for the desire to learn the English language. The lowest percentage was obtained for teachers' style.

Zhao (2012) conduct a study about the investigation into motivation types and influences on motivation: the case of Chinese non-English majors. This study was conducted in a college of China, which offers English course for students whose subject areas are not directly related to The English language in the first two years of their four-year undergraduate study. A total number of 124 students were randomly selected and participated in the formal study. This study use adopted questionnaire to collect data for both students and teachers. The result of the study shows that students' initial motivation for learning English is with intrinsic and extrinsic motivation as well as integrative and instrumental

motivation. Both internal and external factors are considered having a great effect on students' learning motivation.

Based on the previous studies, this present study is directed to answer this research question: What are internal and external factors that influence the motivation of the awardees of LPMak Scholarship in English learning?

The sole purpose of the study is to identify the factors which influence awardees' motivation.

This study is important to be conducted because the result of the study might provide information to the related stakeholder, such as Satya Wacana Christian University (SWCU), and the English tutors. The English tutors themselves are the alumni and students of Faculty of Language and Literature employed by SWCU. The result of this study informs SWCU and the English tutors about students' motivation to learn English. This might encourage the university to consider about programs aim at developing this group of students' motivation. It can also help the English tutors to develop or create activities or material that can support the students' need.

Literature review

Definition of motivation

Gardner (1985) states clearly that "the term 'motivation' has very distinct characteristic and a clear link with the language learning process" (p.10). In line with Gardner, Ushioda (2011) also argues that "motivation has traditionally been characterized as an individual difference (ID) variable that is implicated in learning success, alongside other ID variables such as aptitude, personality,

anxiety or cognitive style” (p.12). On the other hand, Paiva (2011) views motivation as a dynamic force which varies over a period of time, not static, and closely related to social, affective and cognitive factors. It is explicitly found in attitudes, expectation, interests, needs, values, pleasure and efforts. He also argues that motivation is also a changing phenomenon, it can grow, or decrease, and it can differ depending on the school or social experiences.

Factors contribute to students’ motivation

There are two types of the factor which contribute to students’ motivation, they are internal and external factors. Internal factors are the factor coming from students themselves which cover goals and goal setting, self-confidence and expectation, the experience of success and satisfaction.

Regarding goals and goal setting, Hammer (2001) explicates that “motivation is closely bound up with a person’s desire to achieve a goal” (p.53). The goal itself differs in terms of short-term and long-term goals. Short-term goals could be in the form of learning to have a good grade in writing or to take a part in a discussion. Long-term goals, on the other hand, could be in a form of mastery of the language, getting a job in the future, being able to communicate fluently in English, etc. Furthermore, Zhao (2012) also add that specific goals help students determine the amount of effort required for success and are more likely to increase students’ motivation.

Besides goals and goal setting, self-confidence and expectation of success also affect students’ motivation. Ebata (2008) stated that self-confidence provides learners with the motivation and energy to become positive about their own

learning. Once they gain self-confidence, it will affect their success and satisfaction. In line with him, Schmidt et al. (1996) suggest that “self-confidence and expectation can be enhanced by increasing students’ experience with success, by making clear the requirements of a language course, by setting learning goals that are challenging but realistic, and by maximizing student control over outcomes ” (p.18). It will help the students to see their success as the result of their effort.

However, students might feel successful when they can communicate with other people about their thought or complete a challenging task in the target language. Ebata (2008) believe that the experience of success and satisfaction can motivate the students to achieve a new goal and make them understand the purpose of trying.

External factors are factors which come from outside the students, which cover society, teacher, activities and material, classroom environment, feedback, relevance. Hammer (2001) sees society as an integral part which affects students’ motivation. Society’s attitude toward the target language can make the students motivated or demotivated to learn the language. If the society sees learning English as an important thing, then it can motivate the students. On the contrary, if learning English is not an important thing in the society, then it can demotivate students from learning.

Like society factor, the teacher also plays a major role on influencing students’ motivation. According to Phan (2010), “the language teacher has the main responsibility to improve the levels of motivation in a student and in the

language classroom” (p.17). In line with him, Hammer (2001) also points out that teacher attitude to the language and the task given in the classroom is vital.

In addition to the teacher factor, activities and material, relevance, classroom environment, and feedback are also important. Zhao (2012) stated that “a central element of classroom learning is the design of tasks and learning activities” (p.103). He argues that students are motivated or not is based on how to interest the activities and materials in class are. Besides activities and material, students’ motivation is also affected by the classroom environment. Hammer (2001) believes that when students walk into an attractive classroom at the beginning of a course, it may help to get their motivation for the process going. If the classroom is unattractive, the teacher still can change the atmosphere by providing a visual material, use music, etc to motivate the students in learning.

The other factor is relevance. According to Zhao (2012), relevance refers to whether or not course content and classroom instruction meet students’ need. Just like Schmidt et al. (1996) stated, “relevance can be enhanced by analyzing and addressing learners and goals in language study, as well as by addressing such basic human needs as the need for achievement, for affiliation, and for power” (p.18).

The last factor that also contributes to motivation is feedback. Zhao (2012) argues that teachers can motivate the students by giving feedback like praise, give comment on their progress, etc. If teachers fail to give this kind of feedback, students could be demotivated in learning. Schmidt et al. (1996) had argued

earlier that “feedback that promotes success is motivating; feedback that merely signals failure is demotivating” (p.18).

Motivation and language learning

Engin (2009) states “there are a number of variables and factors that influence students’ learning achievement in school, both directly and indirectly” (p.1036). However, we cannot deny that student, teacher and motivation are an inseparable thing in language learning. “With the motivation being as important a factor in learning success as argued earlier, teacher skills in motivating learners should be seen as central to teaching effectiveness” (Dornyei, 1998, p.130). In Engin’s (2009) points of view, “the motivation of the learners determines how ready and eager they are to get more information and to increase their ability to understand, write, and speak the second language” (p.1036).

As a result, “If the teachers have good information about students’ learning strategies and their motivation, they can assist the students in improving their learning techniques and second language learning skills” (Engin, 2009, p.1040). Cook (2008) also argues that teachers should pay attention on the material and the content, to put it in a line with students’ motivation.

These things really affect students’ language learning. In addition, the teacher also needs some strategies, dealing with students’ motivation on second language learning. According to Dornyei (1994), there are some strategies to motivate the students, which divided into 3 categories, language level, learner level and learning situation level. In term of language level, the teacher can

motivate learner by sharing experiences, watching movies, meeting with L2 speakers, and discuss the importance of L2 in the world. In term of learner level, the teacher can encourage students by giving praise for every effort they made. The teacher can helps learner by giving some strategies in learning L2 to the students. The teacher can also emphasize students' strengths, rather than their weaknesses. In term of learning situation level, the teacher can provide an interesting activity for the students in the classroom. The sitting formation can also be changed sometimes. It can make them get a new atmosphere and not get bored easily. This kind of strategies will be very useful for the teacher to motivate the student when learning the second or foreign language.

The Study

Context of the study

The study was conducted in English tutorial class for LPMAC scholarship's awardees. LPMAC scholarship itself was one of the scholarships provided by Satya Wacana Christian University. There were two reasons why researcher chooses English tutorial class as the context for this research. The first reason was accessibility. The researcher was one of the English tutors, so researcher has an access to the awardees as the participant in this English tutorial class. The second reason was rapport among the researcher and this tutorial class. The intensity of meeting, which was two times a week, has created a good tutor-students interaction and relationship. This rapport might support the study by

providing a good interaction between the researcher and the participants during data collection process.

Participants

The sample for this study was five awardees in English tutorial class. They were chosen purposively based on their activeness and performance in class. It included their attendance, attitude on perceiving tutors' questions or explanation, and classroom activity. They were from batch 2013. The age ranged was from 19-22. They were students from various faculties such as Economic and Business Faculty, Healthy Sciences Faculty and Teaching and Education Faculty, and Information and Technology Faculty.

Instrument of data collection

This study was aimed at finding out factors which influence awardees' motivation in term of internal and external. To gather the information, the researcher use Open-ended Questionnaire. According to Zacharias (2013), "Open-ended questionnaire consists of open-ended responses" and it allows the participants to voice their individual points of view. The awardees were free to write their responses or answers to the questions. It helps the researcher to gain richer data. Then, based on awardees' answer in the questionnaire, an interview was conducted through Focus Group Discussion (FGD). As Morgan & Spanish (1984) stated, FGD is "a video or audio-tapped small group discussion that explores topics selected by the researcher and is typically timed to last no more

than two hours.” The reason to choose this kind of interview was because it could take more than one participants at the same time. Besides, FGD provides room for participants to give their opinion or add another participants’ idea, etc. It made researcher gather richer data that might not find in the questionnaire.

Data collection procedure

Researcher delivered the questionnaire to each of the participants and explained briefly about the questionnaire. The language used in the questionnaire was Indonesian. However, participants were given 5 minutes to read all the questions first, and then asked the researcher if there was something they did not understand. After that, they were given 20-30 minutes to fill in the questionnaire. This time allocation could make the participants feel free and comfortable to write their responses. After getting the data, the researcher analyzed students’ response in the questionnaire and conducted an interview based on the questionnaire’s result. The language used in the interview was students’ mother tongue. It made them feel comfort in doing the interview. All of the students’ interview were recorded, transcribed and translated into English for the data analysis.

Data analysis

The data collected in this study was qualitative data. For analyzing the data, the researcher read all the responses first, and then developed categories based on the responses. The categories help the researcher to sort the main data related to the topic being discussed from other data. Second, the researcher

assigned each response to one or several categories. After that, the researcher assigned the major theme like goals setting, self-confidence, teachers, classroom environment, etc. After getting the major theme, the researcher analyzed it in the form of descriptive text. Awardees response in questionnaire and interview were attached to support the data.

Finding and Discussion

This part discusses the findings of analyzing open-ended questionnaire and focus group discussion which mainly aims at answering the research question: What are internal and external factors that influence the motivation of the awardees of LPMAC Scholarship in English learning?

Factors that influence the motivation of the awardees of LPMAC scholarship in English learning

The result of analyzing questionnaire and focus group discussion reveals that there are some factors which influence the motivation of the awardees of LPMAC Scholarship in their learning English. These factors are categorized into internal factors and external factors.

1. Internal factors

Goal

The goal is considered as one motivational factor that affects students' motivation in learning English. Hammer (2001) stated that "motivation is closely

bound up with a person's desire to achieve a goal" (p.53). It could not only increase, but also decrease motivation. From the questionnaire and interview, the finding shows that: Participant B and D's goal to learn English are to make them easily deal with their assignments given in the college. Participant B, C, D, and E stated that learning English will help them to find a job in the future. Participant A, B, and D's goal are to develop their self. Then, participant B thought the goal is to adjust to the foreign culture. Moreover, all participants agree that their goals motivate them to learn English.

Based on the findings, the participants of this research learn English aiming at four categorized goals namely: academic purposes, job seeking purposes, self-development purposes and cross-cultural understanding purposes.

First, participant B is a student of Economic and Business Faculty and participant D is of Healthy Sciences Faculty. They want to learn English because most of the handbook or presentation given by the lecture in their faculty is in English.

"...my handbook is written in English." (**Participant B**)

"...in my faculty (Faculty of Healthy and science), there are a lot of homework and presentation in English. So, if I learn English I will not get difficulty dealing with my assignment later." (**Participant D**)

They have to understand the material written in English to enable them to do the task or presentation given then. The avidity to be able to do understand the lecture and deal with assignment has increased their motivation to learn English.

Second, the participants are aware of the fact that English is important for their future. When they look for a job in the future, English will be part of requirements. Some companies require employees to speak English fluently.

"...later on when I want to look for a job, knowing English is important. Since my English is not good, I need to learn in order to help me in the future." (**Participant B**)

"...I will work as a nurse in Papua later, so I think I need to know English. Besides, medicines are mostly written in English. (**Participant E**)

They might also need English to communicate with some foreigners in their work field later.

"...I take Public Relation and there are many foreigners who work in a company. That is why I need to know the basic of English, especially speaking." (**Participant C**)

Participants' awareness of the importance of English for their future has influenced them to learn English. It motivates them to learn English.

Third, participant A is motivated to learn English because she is aware of the importance of English for her self-development.

"In my faculty, we do not use English in courses like another friend. But, English is important. I want to learn English for my own self-development. (**Participant A**)

Participant's eagerness to develop herself has motivated her to learn English.

Lastly, participant B is motivated to learn English because she wants to know about foreign culture.

"...We also have a different culture, so if I know English we could share about each other culture. I could explain about Papuans culture and vice versa. (**Participant B**)

Participant B recognizes the function of English as a tool to know the foreign culture better. She wants to be able to share her own culture for the foreigners as well. That goal motivates her to learn English.

Self-confidence

Besides the goal, self-confidence also plays a role on students' motivation to learn English. To find out participants' self-confidence, they are asked to describe how confident they are by choosing the option of the scale of Not confident-Less confident-Confident-Very confident. The data shows that participant A, C, D, and E are "less confident" to learn English while participant B is "not confident". All participants stated that the less and not confident feeling make their motivation to learn English decreased.

As Ebata (2008) stated before, "self-confidence provides learners with the motivation and energy to become positive about their own learning." In this research, participants' lack of confidence to learn English has affected their motivation to learn English. It decreases their motivation. The findings lead the researcher to the main point why the participants' motivation decreases, which is their limited proficiency in English. The participants realize that they are not good in English. They are afraid that they make a mistake when to communicate using English with others.

"Because I do not even know the alphabet in English, and there are no supports or encouragement that results in the decrease of motivation." **(Participant B)**

"Because I am afraid I will make a mistake. For example my friend talk and do not make any mistake, then I talk and make a mistake when I utter a word. They will make fun of me." **(Participant C)**

"Because sometimes when I talk to other, I do not know what to say. I will be nervous. I am afraid to make the mistake." **(Participant D)**

They also find difficulty deal with memorizing vocabulary in English and how to read a word in English.

"Because in English, what you write and read is different in saying." **(Participant E)**

"I only know a few vocabularies in English. I need to memorize the vocabularies, but for me, it is very difficult." **(Participant A)**

This limited proficiency makes them become less confidence, even not confidence and decrease their motivation.

Expectations

The last internal factor that also affects student motivation is expectations. Based on the questionnaire, there are some expectations that the participants have when they learn English, which are:

"I can do all the assignments in English" **(Participant D)**

"I can actively participate in class" **(Participant E)**

"I can communicate in English fluently."

(Participant A, Participant B, Participant C, Participant D)

"I can write in English" **(Participant B)**

All participants claimed as well that their expectations motivate them to learn English.

The finding reveals that the participants expect that learning English will facilitate them in fulfilling their academic purposes and communicative purposes. First, participant E has prerequisite courses to take every semester, and English course is one of them. As any other courses, students should actively participate in class.

"There are English courses in Faculty of Healthy and Science. I want to be able to answer the questions given by the lecture in class." (**Participant E**)

If she does not know English, she will be a passive student in the class. The expectation to actively participate in class motivates participant E to learn English.

Besides activeness in class, the assignment is also one important thing that students usually deal with. Participant D is a college student who entered the same faculty with participant E. As stated before, in Goal part, the material delivered by the lecture in their faculty is mostly written in English. After the class, she has to deal with assignments, etc.

"Because I have a lot of homework, the materials are written in English." (**Participant D**)

When the material is mostly written in English, participants will find difficulty to do the assignment.

"..If I do not know English, I cannot do the assignments given."
(Participant D)

By learning English in tutorial class, participant D expects that she could understand English and find no difficulty doing her assignments. This expectation motivates her to learn English.

Second, participant A, B, and C want to use English for their communication activities. Their communicative purposes are based on their own interest. Participant A wants to communicate because she wants to be able to speak fluently like movie's character.

"... I love to watch movie ...I want to be able to speak English fluently like those in the movie, using the vocabularies I got from watching a movie."
(Participant A)

Her expectation to use the vocabularies she learned from watching the movie, to communicate fluently in English has influenced her motivation. It increases her motivation to learn English.

Participant C who is majoring in Public Relations and participant B whose major is Accounting have different expectations. They realize that when they work in company or bank, they could meet foreigners. This encounter might lead them using English. Therefore, they want to use English to talk with the foreigner in their work field later.

"Because I see people communicate fluently with a foreigner. So, I am interested and want to do the same thing.
(Participant C)

"If I could speak English fluently, I can communicate with the foreigner. I also can use it in work field later. My major is accounting, so I will work

in bank or company. That is why English is very important."(**Participant B**)

The expectation to fluently speak with the foreigner and to be able to use it in work field make their motivation to learn English increased.

2. External factors

Society

Participant A and E stated that society affects their motivation to learn English based on one main reason: family's attitude. The family is the immediate environment that greatly influence participants' attitude. Participant E's brother is able to speak English fluently. He usually teaches English for other people in Papua. By seeing the benefit of mastering English experienced by his brother, participant E is motivated to learn English.

"...my brother can speak English well. He also teaches English from some Papuans, it makes me want to be like him." (**Participant E**)

Participant A lived with her uncle and aunt when she was still Senior High School student. Her uncle could speak English well, he even required participant A to speak English at home. By seeing her uncles' attitude toward English, participant A is motivated to learn English.

"Because my uncle can speak English, so I must communicate with him using English at home. It motivates me to learn English. (**Participant A**)

However, participant B, C, and D perceived that the society is not motivating them. It is based on society's attitude which does not aware of the importance of English.

"...my society's attitude did not encourage me to learn English. They are unaware of English. (**Participant B**)

This is in line with what Hammer (2001) stated that "if learning English is not an important thing in the society, then it can demotivate students from learning." Participants' immediate environment does not realize the importance of English. They consider English as an unimportant lesson to be learned.

"...they do not know how important English is. So their attitude decreased my motivation. (**Participant C**)

"...some friends of mine said "English is not important" (**Participant D**)

Society's attitude which considers English as an unimportant lesson decreases their motivation to learn English.

Teacher

Besides society, all participants agree that teacher influences their motivation on learning English. This is in line with Phan (2010) that argue "the language teacher has the main responsibility to improve the levels of motivation in a student and in the language classroom". Teachers influence their motivation in three ways namely method used by the teachers, teachers explanation on materials, and teacher responses towards students' questions.

Method used by the teacher

All participants perceived that the methods used by the teacher are effective. Teachers' learning method used in class make students more active. The teachers do not only give the lecture but also work with classroom or small-group discussion.

"...the method given is helpful, for example, discussion. It makes us share our ideas, not only mine. (**Participant B**)

"...the teaching method makes us actively participated in class. Tutors usually only guide us, we will be the one who play an active role. (**Participant A**)

The methods turn the participants to be the most active students in their participation and motivate them to learn English.

Teacher's explanation on material

All participants agreed that their teacher delivered the topic being discussed very clear.

"I can understand the explanation given. ... The clarity motivates me to learn. (**Participant D**)

"The materials given are delivered in a very clear explanation. I can understand that." (**Participant B**)

"I do not understand at first, but by the clear explanation given, I can understand. When I go back to Papua, I can help my friends to learn English as well. (**Participant E**)

"By the explanation given by the tutors, I know and understand the material I have not known before." (**Participant C**)

The teachers also help the participants by explaining the material before continue to the next topic.

"I learn a lot from the material given by the tutor. It is clear. I usually reread it at home. There is also review before we begin a new topic. It is really helpful for me. (**Participant A**)

This approach helps the participants to remember and understand the topic better. The clarity of the explanation facilitates the participants to reinforce their learning. The explanation also includes the review in it. It motivates participants to learn English.

Teacher's responses towards students' questions

When the students do not understand the material, they will ask the teacher.

"Usually, I am afraid to ask in class. But I have not experienced it with the tutors. I can ask freely and the explanation given is satisfying. It motivates me to learn. (**Participant D**)

The finding reveals that the teacher will give a very clear and satisfying explanation for participants. This clear explanation makes them understand.

"When I ask a question, tutors explain the answer for me. It makes me understand and wants to learn more. (**Participant B**)

By creating an anxiety-free atmosphere when dealing with the participants' question, the teachers have motivated the students. Besides, teachers'

satisfactory responses in the form of clear explanation and answer help the participants to gain understanding and encourage further learning.

Classroom activity

All participants agree that classroom activity affects their motivation to learn English. The activities include discussion, role-play, group work and games. The major reason lies behind the participants' responses is the effectiveness of these activities to help participants mastered the material. Students' ability to understand the material is different to one another. By doing these activities, participants are facilitated to understand the material better. It makes the learning process easier.

"Through these activities, I can understand the material better."
(Participant A)

"By playing game or discussion, for example, I can learn the material better. I know what is right." (Participant D)

"It makes the learning process easier. It helps me so much." (Participant E)

Some participants might find difficulty in memorizing vocabulary. Participant E and A find this kind of activities help them to memorize vocabulary better.

"...For example, I can remember the meaning of turn left because we are doing role play." (Participant E)

"I can learn the vocabularies easier." (Participant A)

Besides, according to participant C, when the teacher asks them again about a certain topic, they can easily remember it because they have practice it in class before.

"I love to do role play, because when tutors ask me about the material I could link it back to that role play. I can memorize things better by doing that." **(Participant C)**

Activities can also help students to be enthusiastic in learning. Some students might get bored easily if the teacher only gave a long explanation about a certain topic. Just like Zhao (2012) stated before, "students are motivated or not is based on how to interest the activities and materials in class are."

"Because it makes me more comfortable, not get bored easily. I can work with other friends, and I will be more excited to learn. **(Participant B)**

The strengths of classroom activity to help participants understand the material better, easily memorizing vocabularies and materials, and raise participants' enthusiasm to learn have motivated them to learn English.

Material

The finding also shows that material is the next factor in influencing students' motivation. The materials cover some elementary topic, such as Alphabet, Date and Time, Family, Direction, Number, Likes and Dislikes, and asking for, refusing and offering help. All participants agree that the materials are suitable with their level of learning. They also agree that it suitable with their need. This finding is in line with Cook (2008) who state before, "teacher should

pay attention on the material and content, to put it in line with students' motivation”

Based on the interview, all participants claimed that material's suitability has affected their motivation to learn English. The main reason why participants are motivated is because the materials given are the basic of English.

"I do not know English from the basic, even alphabet. So it motivates me to learn. **(Participant B)**

"I do not know these materials before. So, I feel motivated to learn English" **(Participant E)**

"I do not get this material in my formal class. Besides, tutors always review the material, so it is good for me. I can understand better. **(Participant D)**

Participants themselves have learned this material when they were students. But, they do not really master it.

"These materials are the basic one that I need to understand. I ever got Alphabet and Number when I was in elementary and junior high. I got Date and Time, Family, Direction, Likes and Dislikes when I was in senior high. But I do not master them all." **(Participant C)**

"These materials are the basic of English. It really helps me. I ever got these when I was a student, but it was not explained in-depth." **(Participant A)**

The suitability of the material with participants' need and ability has affected their motivation in learning. Besides, the function of the material as the supplementary material to enrich participants' understanding in learning motivates them to learn English.

Feedback and Encouragement

The last factor that also takes part in influencing the participants' motivation is feedback provided by the teacher and encouragement. The finding shows that tutors used to give praises and oral feedback to the participants. All participants agree that this kind of feedback and encouragement affect their motivation to learn English. Just like Schmidt et al. (1996) stated before, “feedback that promotes success is motivating”

Feedback

Feedback is beneficial for participants learning process. Sometimes participants make mistakes on their written task or when they speak in class. The teacher can give oral or written feedback for participants during the lesson. It makes them learn from their mistakes.

"They also give comments and explained it. It is really helpful. I know where my mistake is and I can learn from it." (**Participant A**)

"From their comments, I can learn from my mistake. ...If I make a mistake, they will explain how it supposed to be." (**Participant D**)

"They also give comments and I learned from it." (**Participant B**)

"Usually, they will correct my mistakes. For example, when I write or utter a word wrong, they will correct it. It makes me learn more from that mistake." (**Participant E**)

"...give comments "it supposed to be..." It makes me understand what I have been mistaken, and it increases my motivation." (**Participant C**)

The clarity of correction or feedback given by the teacher when participants make mistakes has increased their motivation in learning English.

Encouragement

Besides comments, praises also influence participants' motivation. The participant might feel encouraged because they have done the task correctly.

"Tutors always said: "You can do it. Good", "Correct. You are smart". The praises encouraged me to learn. (**Participant B**)

"...Because they usually said "Good". (**Participant C**)

"They will say "Good" or "very good" when I can do the task." (**Participant A**)

"Tutors usually said, "Good job" when I do the task." (**Participant D**)

The positive praises to encourage participants' motivation affect their attitude toward learning English itself. They become enthusiastic and motivated to learn English more.

Conclusion

The study was conducted to examine the factors in terms of internal and external that influence motivation of the awardees of LPMak Scholarship in their learning of English. The internal factors are the goal, self-confidence, and expectations while society, teacher, classroom activity, material, feedback, and encouragement are included in external factors.

For internal factors, the study reveals that participants' goal to learn English are to help them find a job in the future, to develop their self, and to adjust to the foreign culture and these goals motivate them to learn. Besides the goal, the study shows that participants are less and not confident in learning English and it decreased their motivation. Lastly, participants' expectations to learn English are to be able to do all the assignments in English, actively participate in class, communicate in English fluently, and able to write in English. The study shows that these expectations increase their motivation to learn English.

In addition, the study also shows that external factors affect participants' motivation. Society's attitude toward English has decreased and increased participants' motivation. The teacher is also affected participants motivation in term of the method used by the teacher, teacher's explanation on material and teacher's responses towards students' questions. Besides teacher, classroom activities such as discussion, role-play, group work and games also increase participants' motivation. The material given is cover some elementary topics which suitable with participants' need and level of learning. Feedback and

positive encouragement given by the teachers are the last factors that also increase participants' motivation to learn.

Based on the study, the tutors may need to encourage students to learn English by giving motivational words to the students before they start and end the lesson. The tutors may also need to begin the class by playing some simple games to make students motivated. By providing more interactive classroom activities such as games and role play in every meeting could enhance students' self-confidence, speaking skill, and help them to memorize vocabularies and material given better.

The limitation of this study is because the study only focuses on the factors that influence students' motivation. For further research, it may be beneficial to conduct a study to find out the correlation between factors that influence students' motivation and their learning achievement.

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APPENDIX A

Questionnaire

NIM :

Jenis kelamin : Pria/wanita

Partisipan yang saya hormati,

Saya adalah mahasiswa Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Sastra, Universitas Kristen Satya Wacana, Salatiga. Saya meminta kesediaan Anda untuk meluangkan waktu mengisi kuisioner. Kuisioner ini bertujuan untuk mencari tahu faktor-faktor yang mempengaruhi partisipan dalam belajar Bahasa Inggris. Hasil kuisioner ini tidak untuk dipublikasikan, melainkan untuk penelitian semata. Terima kasih atas bantuan dan kerjasamanya.

1. Apa saja tujuan Anda belajar Bahasa Inggris?
 - a. Mempermudah dalam mengerjakan tugas
 - b. Mempermudah saya dalam mencari pekerjaan
 - c. Karena itu adalah keharusan di Universitas
 - d. Untuk mengembangkan diri
 - e. Meningkatkan status saya diantara teman-teman
 - f. Untuk menyesuaikan diri dengan kebudayaan barat

- Apakah tujuan tersebut memotivasi Anda untuk belajar bahasa inggris?
Ya/Tidak.
2. Apakah Anda merasa percaya diri ketika belajar Bahasa Inggris?
Ya/Tidak.

- Apakah rasa percaya diri itu memotivasi Anda untuk belajar bahasa inggris? Ya/Tidak.
3. Apa yang Anda harapkan dengan belajar bahasa inggris? Apa yang anda harapkan dengan belajar bahasa inggris?
 - a. Saya dapat mengerjakan tugas perkuliahan dalam bahasa Inggris
 - b. Saya dapat berpartisipasi aktif dalam kelas (Mata kuliah Bahasa Inggris)

- c. Saya bisa berbicara dalam bahasa inggris dengan lancar.
 - d. Saya bisa menulis dalam bahasa Inggris.
 - e. Saya bisa membaca jurnal-jurnal atau buku-buku berbahasa Inggris.
 - Apakah harapan tersebut memotivasi Anda untuk belajar bahasa inggris?
4. Menurut Hammer (2001), jika lingkungan memandang pembelajaran Bahasa Inggris sebagai hal yang penting, maka hal tersebut dapat memotivasi siswa. Sebaliknya, jika belajar Bahasa Inggris adalah hal yang tidak penting dalam lingkungan, maka hal tersebut dapat membuat siswa tidak termotivasi.
- Bagaimana sikap lingkungan sekitar (keluarga, teman) terhadap Bahasa Inggris?
- Apakah sikap mereka memotivasi Anda untuk belajar bahasa inggris? Ya/Tidak.
5. Bagaimana cara para tutor membangun hubungan dengan Anda dan teman-teman?
- Apakah hal itu memotivasi Anda untuk belajar bahasa inggris? Ya/Tidak.
6. Menurut Anda, bagaimana kemampuan mengajar para tutor?
- Misalnya dalam hal:
- a. Penggunaan metode pembelajaran di kelas:
.....
 - b. Memberikan penjelasan topik di kelas:
.....
 - c. Memberikan penjelasan atas pertanyaan Anda:
.....
- Apakah kemampuan mengajar para tutor, memotivasi Anda untuk belajar bahasa inggris? Ya/Tidak
7. Menurut Anda, apakah aktivitas di kelas tutorial menarik? Ya/Tidak.

- Apakah hal itu memotivasi Anda untuk belajar bahasa inggris?
Ya/Tidak.
- 8. Apakah materi yang diberikan sesuai dengan level belajar Anda?
Ya/Tidak.
 - Apakah kesesuaian materi dengan level belajar memotivasi Anda untuk belajar bahasa inggris? Ya/Tidak.
- 9. Apakah topik pembelajaran yang diberikan menarik? Ya/Tidak.
 - Apakah topik tersebut memotivasi Anda untuk belajar bahasa inggris? Ya/Tidak.
- 10. Apakah materi yang diberikan sesuai dengan kebutuhan Anda? Ya/Tidak.
 - Apakah materi yang diberikan memotivasi Anda untuk belajar bahasa inggris? Ya/Tidak.
- 11. Apakah para tutor memberikan pujian atau komentar tentang kemajuan Anda ketika Anda berhasil mengerjakan tugas yang diberikan? Ya/Tidak.
 - Apakah pujian/komentar tersebut memotivasi Anda untuk belajar bahasa inggris? Ya/Tidak.

APPENDIX B

Interview question

1. Bagaimana tujuan yang ada mempengaruhi motivasi anda dalam belajar bahasa Inggris?
2. Bagaimana rasa percaya diri memotivasi anda dalam belajar bahasa inggris?
3. Bagaimana harapan anda mempengaruhi motivasi anda dalam belajar?
4. Bagaimana sikap lingkungan (keluarga,teman, sekolah) mempengaruhi motivasi anda dalam belajar bahasa inggris?

5. Bagaimana metode pembelajaran dan penjelasan yang diberikan tutor mempengaruhi motivasi anda dalam belajar bahasa Inggris?
6. Apa saja aktivitas di kelas?
7. Bagaimana aktivitas di kelas mempengaruhi motivasi anda dalam belajar bahasa Inggris?
8. Apa saja materi yang diberikan di kelas?
9. Bagaimana kesesuaian materi dengan level belajar mempengaruhi motivasi anda dalam belajar bahasa Inggris?
10. Pujian atau komentar seperti apa yang biasanya diberikan oleh tutor?
11. Bagaimana pujian atau komentar tersebut mempengaruhi motivasi anda?